

Standards of Excellence for Continuous Catholic School Improvement Self-Study Report

Second Edition



Western Catholic Educational Association

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A Self-Study for

St. Anthony School

1400 E Owens

Show Low, Arizona, 85901

WCEA School Code: E089

Visit Dates: 10/27/2025 - 10/29/2025

CHAPTER 1: Introduction to the School

A. Introduction

Nature of the School

Name of School

St. Anthony School

School address, street, city, state, zip

1400 E Owens Show Low, Arizona, 85901

Visit Dates

10/27/2025 - 10/29/2025

School Ownership Status

☐ Parish School

☐ Diocesan School

☐ Order School

☒ Privately Owned School

☐ Other

School Gender Composition

☒ Coeducational

☐ All Female

☐ All Male

Board/Council Structure

☒ Consultative

☐ Advisory

☐ Limited Jurisdiction

☐ Other

WCEA Code

E089

School Year of

Accreditation Visit

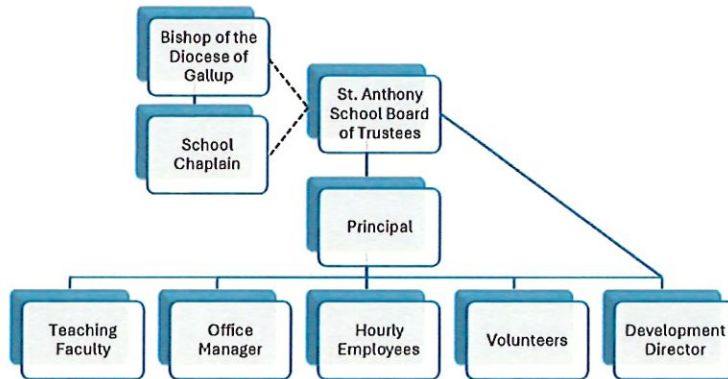
2025-2026

Organizational Chart



St. Anthony School

Organizational Chart



Revised 2/10/2025

B. Student Demographics

Enrollment-Elementary

Grade	25-26	24-25	23-24	22-23	21-22	20-21
K	17	15	18	18	18	15
1	14	17	18	18	16	16
2	18	15	10	18	16	19
3	5	14	17	17	18	13
4	12	18	20	17	14	11
5	15	21	14	16	15	14
6	10	14	15	15	16	12
7	11	13	15	14	12	10
8	6	12	10	12	11	15
Total	108	139	137	145	136	125

Catholic Composition of the Student Body

Year	% Catholic	% Non Catholic
25-26	65%	35%
24-25	65%	35%
23-24	52%	48%
22-23	70%	30%
21-22	68%	32%
20-21	48%	52%

Gender Composition of the Student Body

Year	% Boys	% Girls
25-26	50%	50%
24-25	48%	52%
23-24	47%	53%
22-23	48%	52%
21-22	50%	50%
20-21	54%	46%
19-20	48%	52%
18-19	49%	51%

Racial Composition

Year	American Indian or Alaska Native	Asian	African American	Other Pacific Islander	White	Two or more races	Hispanic	Non Hispanic
25-26	18%	6%	0%	1%	71%	4%	35%	65%
24-25	13%	5%	1%	0%	81%	0%	15%	85%
23-24	14%	2%	1%	0%	82%	0%	11%	89%
22-23	16%	5%	3%	0%	76%	0%	14%	86%
21-22	21%	6%	1%	0%	72%	0%	17%	83%
20-21	22%	3%	1%	1%	72%	0%	24%	76%

International Students

Year	Number of International Students
25-26	0
24-25	0
23-24	0
22-23	0
21-22	0
20-21	0

Countries of Origin

Country	% of 25-26	% of 24-25	% of 23-24	% of 22-23	% of 21-22	% of 20-21
No records found.						

C. School Personnel Demographics

Admin Position Title	Years in Current Position	Male	Female	Catholic	Non Catholic	Degrees
Principal	12	Yes	No	Yes	No	BS, MA
Business Manager	16	No	Yes	Yes	No	BA

Faculty and Staff

Full Time Faculty

	Male	Female	Catholic	Non Catholic	Credential	Associate's Degree	Bachelor's Degree	Master's	PHD
Total 12	3	9	11	1	11	0	7	4	0

Part Time Faculty

	Male	Female	Catholic	Non Catholic	Credential	Associate's Degree	Bachelor's Degree	Master's	PHD
Total 0	0	0	0	0	0	0	0	0	0

Racial Ethnic Group(s) (All Faculty)

	American Indian or Alaska Native	Asian	African American	Other Pacific Islander	White	Two or more races	Hispanic	Non Hispanic
Total 12	1	0	0	0	9	0	2	0

Non-Teaching Staff

	Male	Female	Catholic	Non Catholic
Total 8	1	7	7	1

Parent Organization

St. Anthony School has a Parent Involvement Program (P.I.P.) that is run by Tiffany McFall. She coordinates the lunch program and funds generated from it are reinvested back into the school through the purchase of Chromebooks, Smartboards, playground equipment, etc. Although she coordinates with parents to help with the lunch program, we do not have a formalized parent organization other than the P.I.P. program that Tiffany runs.

Alumni Organization

Currently, St. Anthony School does not have an alumni organization. Board president, Bob Higgins, is working on setting something up. He has contacted one of our alumni students to see if he would be willing to help start a program.

D. Brief History of the School

In 1995, a group of parents here in Pinetop/Lakeside and Show Low had a vision for a private, Catholic, elementary school. The area was missing the kind of school that educates the whole child; they yearned for a school that would provide academic excellence AND foster a child's relationship with God. A board of trustees was formed in 1995 and a 501(c)3 organization was established in 1997 under the name of Our Lady of Perpetual Help of the White Mountains. In 1999 the name was changed to Saint Anthony School. In 2000, Richard Watkins gave the school a great boost with his considerable talent, skills, and resources. An advisory board was formed in 2002 in Phoenix by Hal Mack and was very helpful in planning the school. Later that year, Dr. Paddy Garver donated ten acres of land to the school. After years of fundraising (ten annual golf tournaments and three annual dinner/dance/auctions), we opened our doors on August 28th, 2006, to 36 PK through 1st grade students and their families in a beautiful rented building on the St. Mary of the Angels Church campus. When our lease expired at the end of the 2008/9 school year, we relocated to St. Rita's Catholic Church in Show Low because it is the most centrally located town in the area and because the parish and Fr. Joe Blonski were very warm and welcoming to the school moving there. In 2014, Fr. Dan Kassis took over as our parish priest and school chaplain. He has been very supportive of the school and sits on our board to this day. As always, our school's primary strengths are the great families, wonderful students, outstanding faculty and dedicated Board of Trustees. St. Anthony's little family has grown each year and includes students from all over the White Mountains; from Snowflake to Whiteriver on the White Mountain Apache Reservation. As we continue to grow, we have need for a bigger facility. This year we are beginning to build our new facility. We continue to fundraise for our capital campaign to complete the project.

E. Most Significant Developments in School Life Since the Last Self-Study

- Successful capital campaign to raise 2.5 million dollars for a new school facility.
- Received multiple significant donations towards the new building project.
- Improved curriculum resources that better integrate our Catholic Identity.
- Improved staff Catholic identity through staff retreats & schoolwide annual themes.
- Hiring of a Development Director to help with fundraising & development.

CHAPTER II: School Purpose

Mission/Philosophy/Vision Statements

Mission

At St. Anthony Catholic School, we joyfully follow Jesus Christ and embrace the teachings and traditions of the Catholic Church as we nurture the heart, mind, body, and spirit of every child. In a close-knit community of faith, family, and parish, we guide our students to grow in love for God and others, to walk with integrity, and to live as kind and faithful disciples of Christ. Rooted in Gospel values, our school is a place where children are known, loved, and inspired to thrive—now and in the future—with courage, compassion, and a servant's heart.

Philosophy

At St. Anthony Catholic School, we believe that education is a transformative journey that embraces the mind, body, and spirit of every child within a Christ-centered community. Rooted in our Catholic tradition that is Christ centered, our philosophy is to cultivate an environment of academic excellence, moral integrity, and personal growth. We are committed to fostering a safe and supportive space where each student develops essential skills, a passion for lifelong learning, and a deep sense of responsibility to themselves and others.

Guided by our mission and vision, we work as a unified community to nurture the whole child—academically, physically, socially, and spiritually. We seek to inspire our students to develop their unique talents and prepare for future education and service to others. By emphasizing core values of respect, love for God, and empathy, we empower our students to become compassionate, thoughtful leaders who are prepared to contribute positively to the world.

We are dedicated to building a foundation where faith and learning coexist, ensuring each child grows toward their fullest, God-given potential. Through our Catholic values, we instill a lifelong commitment to serving others, grounded in faith, integrity, and the pursuit of excellence.

Vision

Vision:

Build and sustain an independent PK–8th grade Catholic school rooted in excellence, with a long-term commitment to faith-filled education for generations to come.

To focus on teaching strong fundamental skills.

To teach children how to live virtuously.

To shape each child's character through Christian values.

To provide a safe learning environment that will nurture the holistic growth of all students via a Catholic-values oriented setting.

To develop students so that they will go naturally into the service of helping others.

To work as a community in our shared objective to provide a Christ-centered education for our students such that they may develop their individual relationships with God while growing toward their fullest, God-given potential.

Statement of Student Outcomes (SLEs/ISOs/Etc.)

Statement of Outcomes (SLEs/ISOs/Etc.)

St. Anthony School – Student Learning Expectations

Students at St. Anthony School are developing into faithful Christians who can joyfully...

SLE.1. - Worship God

- A. Recognize and give thanks for God's presence in their lives and in the world
- B. Participate in liturgical and sacramental expressions of faith
- C. Demonstrate various types of prayer used in their personal relationship with God
- D. Express personal acknowledgement of God's plan for them in choosing their vocations

SLE.2. - Serve Others

- A. Show respect for the similarities and differences in others' cultures, ideas, and opinions

- B. Work collaboratively with others
- C. Resolve conflict in a fair manner
- D. Share their God-given talents for the good of others
- E. Respond willingly to the needs of others

SLE.3. - Evangelize Their Neighbors

- A. Live, work, and speak as a disciple of Jesus Christ
- B. Act with integrity, humility, and self-discipline
- C. Make positive comments about others
- D. Consider Catholic moral and social teaching when making decisions
- E. Share the message of the Gospel and Catholic Teaching

SLE.4. - Develop the Skills and Habits Necessary to Contribute to the Good of the Community

- A. Persevere in their academic studies and extracurricular activities
- B. Be present in class and participate in discussion
- C. Create quality work that is on-time
- D. Use critical thinking, listening, and problem-solving skills
- E. Express thoughts clearly in written and oral form

Review Revision Process

The St. Anthony School Mission & Vision were created by Bob Higgins, the founder of our school. Each year, the mission and vision are shared with the board, staff, students, and families through meetings, school newsletters, on the school website, and posted in every classroom/office on campus. We all participate in referring to the mission and vision throughout the school year.

Each year, the board reviews the mission and vision. There has never been a revision to the original wording of these foundational documents. This year, we identified the need to develop a philosophy statement as a part of our foundational documents. Bob Higgins worked with the principal to draft a proposed statement. This proposal was presented to the school board on 11/20/24 for review.

Board President: Bob Higgins

SA School Board: Ray Hubbard, Donna Moore, Walter Yosin, and Alysia Yosin

School Chaplain: Fr. Dan Kassis

Principal: Bryan Yorksmith

Annually

CHAPTER III: QUALITY OF THE SCHOOL'S EDUCATIONAL PROGRAM

Domain 1 : Mission and Catholic Identity

Standard 1 - An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence and service.

1.1 The governing body and the leader/leadership team ensure that the mission statement identifies the school as Catholic and references the school's unique religious character or charism.	3
1.2 The governing body and the leader/leadership team use the mission statement as the foundation and normative reference for all planning.	4
1.3 The school leader/leadership team regularly calls together the school's various stakeholders (including but not limited to faculty and staff, parents, students, and alumni(ae)) to review, clarify, and renew commitment to the school's mission statement.	4
1.4 The mission statement is visible in public places and contained in official documents.	4
1.5 All stakeholders know and understand the school's mission.	3
1.6 Supplemental statements such as the school's motto, beliefs, philosophy, core values, charism, and/or graduate profile are aligned with the school's mission statement and are inspired by the school's Catholic identity.	4
Average of all Benchmarks - Standard 1	Exceeds Benchmark 4

Standard 1 Narrative Rationale

St. Anthony Catholic School is guided by a clear mission and vision, rooted in Gospel values. The governing board and leadership team established the mission statement and vision principles embracing Catholic identity and upholding Catholic values. The leaders consistently reference and integrate the mission statement in their planning process. The mission and vision statement are displayed in the front entrance of the school as well as in every classroom. This display of the mission statement and vision discusses our goal to educate the child with a focus on Catholic context and inspire the objective of moral integrity adhering to the teachings and practices of our Catholic faith. We strive for academic excellence by reinforcing the students to develop their God-given talent.

Our mission statement is also present on our St. Anthony School website, on social media, in the SAS (St. Anthony School) Parent/Student Handbook, and on the monthly newsletter communications to staff and families. During Catholic School Week, the mission statement and vision is both strengthened and demonstrated in tangible ways; daily prayers targeting our community with a focus on our students, our nation, vocations, faculty, staff, and families. Dress up days and contests focus on our freedoms in this country and special family prayers and activities.

We have daily discussions on Catholic values, focus on Catholic Virtues and emphasize prayer, community service, and living each day with Jesus. We have weekly Mass as a school with each class assigned to decorate, write prayers, and participate in the Mass. All bi-weekly faculty meetings begin with prayer.

Our Catholic identity is visible in our classrooms with prayer tables in each room, a Morning Offering Prayer and other prayers to begin the day. Gospel values are communicated in the classroom, outside on the playground, and during sports/afterschool programs. The students and families also participate in service projects throughout the year for the poor and the elderly.

The mission statement and SLE's (Student Learning Expectations) are located in every classroom. Teachers are asked throughout the school year to connect the SLE's with learning and notate their focus on the SLE posters throughout the year. The principal also references SLE's at assemblies and other school meetings with both staff & students.

Key Strengths for Standard 1 (1-2 in bulleted list)

- The mission statement is highly visible and present in the school entrance, SAS website, social media (Facebook), and Parent/Student School Handbook. It is emphasized at the beginning of the year and referenced throughout the school year.
- The leader/leadership team consistently references and integrates the mission statement into their planning process.

Key Growth Areas for Standard 1 (1-2 in bulleted list)

- We need to update the SAS School Mission to have more of a "Catholic specific context". Teachers need to discuss and explain our Catholic mission statement more than just at the beginning of the year. It needs to be better integrated into everything we do so that staff & students can at least know the main focus of our mission.
- Teachers need to focus on completing their catechetical certifications and receive training on the theory and practice of integrating the Church's social teaching and fostering a better understanding of social justice among staff.

Data Library Evidence

Domain 1

- Mission Statement
- Philosophy
- Vision Statement
- Statement of Outcomes (SLEs/ISOs/Etc.)

School Survey Evidence

Standards of Excellence School Vitality Survey: Students Grades 5-8

- 1, 2, 3

Standards of Excellence School Vitality Survey: Parent/ Community Elementary School

- 1, 2, 3

Standards of Excellence School Vitality Survey: Faculty/Staff

- 1, 2, 3, 4, 9, 12

Additional Evidence

- **St. Anthony School Parent/Student Handbook 2024-2025**
- **Mission Statement/ Vision posted at entrance of SAS**
- **Mission Statement/Vision posted in each classroom**
- **SAS Website**
- **Social media**
- **Weekly staff and monthly family newsletters.**

Standard 2 - An excellent Catholic school adhering to mission provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.

2.1 Religious education curriculum and instruction facilitates an encounter with Jesus Christ that evangelizes and meets the religious education requirements and standards of the (arch)diocese.	3
2.2 Religion classes are an integral part of the academic program in the assignment of teachers, amount of class time, and the selection of texts and other curricular materials.	3
2.3 Faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction.	3

2.4 The school's Catholic identity requires excellence in academic and intellectual formation in all subjects including religious education.	3
2.5 Faculty use the lenses of scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.	3
2.6 Catholic culture and faith are expressed in the school through multiple and diverse forms of visual and performing arts, music, and architecture, as well as all extra-curricular and co-curricular activities.	4
2.7 The theory and practice of the Church's social teachings are essential elements of the curriculum.	2
Average of all Benchmarks - Standard 2	Fully Meets Benchmark 3

Standard 2 Narrative Rationale

St. Anthony's School strives and integrates Catholic faith and reason, helping students understand how their faith relates to school subjects, promotes ethical reasoning, enhances critical thinking skills and fosters a sense of moral responsibility.

Religion classes are a vital part of the students' academic improvement. Daily prayers include but not limited to Morning Offering, grace before lunch, Angelus and Examen, and end of day prayers. Special prayers for loved ones or parishioners that are ill, the Rosary, and Novenas are also promoted in the classroom and the school. The Miracle Fair helps students focus on common people who did extraordinary things for Jesus and sharing the Catholic faith. The focus on Jesus, the Trinity, Virgin Mary, and the saints are attempted to be incorporated in every subject multiple times a day, helping students realize how much Jesus and faith plays a daily role in their life.

St. Anthony School utilizes religion classes, text books, videos, and podcasts connected to the Catholic faith to strengthen and enhance our understanding of our Catholic faith. Participation in faith formation programs enhances our comprehension of our Catholic faith.

Key Strengths for Standard 2 (1-2 in bulleted list)

- Symbols of Catholic faith in every classroom: prayer tables, crucifixes, Catholic statues and photos of Saints and the Virgin Mary, Holy Water Font, and prayer posters. Also, weekly adoration, weekly Mass, Saints of the day readings in many classes, daily Angelus, and twice a week music incorporating Latin and Catholic music class.
- Teachers are asked to incorporate our faith in every subject multiple times a day to help students realize how much Jesus and faith play a daily role in their life. Our standards have a religious integration for every subject. We use religion classes, texts and videos connected to the Catholic faith to strengthen their understanding of the faith.

Key Growth Areas for Standard 2 (1-2 in bulleted list)

- We need to have our school chaplain provide instruction for SAS teachers on the theory and practice of church's social teachings in our classrooms.
- We need to ensure that all teachers are in process for catechetical certification.

Data Library Evidence

Domain 1

- Master Schedule of Religion Classes
- Diocesan Requirements and Qualifications for Religion Teachers
- Testing Data
- Formation Experiences for Faculty and Staff
- Roster of Teachers of Religion Courses
- Course Descriptions
- Elective Courses
- Textbooks/Curricular Resources

School Survey Evidence

Standards of Excellence School Vitality Survey: Students Grades 5-8

- 5

Standards of Excellence School Vitality Survey: Parent/ Community Elementary School

- 4, 5

Standards of Excellence School Vitality Survey: Faculty/Staff

- 4, 5

Additional Evidence

- Prayer tables, crucifixes, saints, rosaries, and other Catholic art and statutes are present in every classroom.
- Daily prayers throughout the school day are recited and mediated on.
- Religious education curriculum and instruction meet the Diocese of Gallup standards.
- All teachers are either certified or in process of being certified for catechetical instruction.
- Miracle Fair Photos and packets
- Catholic School Week agenda copies
- ARK test results for both staff and students.
- Diocese of Gallup subject standards

Standard 3 - An excellent Catholic school adhering to mission provides opportunities outside the classroom for student faith formation, participation in liturgical and communal prayer, and action in service of social justice.

3.1 Every student is offered timely and regular opportunities to grow closer to Christ through prayer, the Eucharist, and liturgy.	4
3.2 Every student is offered timely, regular, and age-appropriate opportunities to reflect on their life experiences and faith through retreats and/or other spiritual experiences that prioritize both personal reflection and interpersonal encounter.	3
3.3 Every student participates in authentic Christian service programs to promote the lived reality of action in service of social justice.	4
3.4 Every student experiences role models of faith and service for social justice among the administrators, faculty, and staff.	3
Average of all Benchmarks - Standard 3	Exceeds Benchmark 4

Standard 3 Narrative Rationale

St. Anthony School provides multiple opportunities for student faith formation outside of the classroom to enhance student engagement and deeper spiritual development. These opportunities include weekly all-school Mass that provides occasions for students to gather for worship and celebrate the Eucharist. This also allows the students to participate in reciting of the Scripture Reading, the Responsorial Psalms, Prayers of the Faithful, and bringing up the gifts of bread and wine to actively participate in the Sacrifice of the Mass. Students in the intermediate grades can also participate in the liturgical Choir at these weekly Masses.

During the school year, St. Anthony students also participate in Liturgical Prayers such as Stations of the Cross, the May Crowning, and Advent wreath and preparation prayers. St. Anthony students also attend Adoration once a week and Penitential Services two to three times a year. These opportunities also include service projects such as food/necessity drives for the poor, Pro-Life walks, toy drives for Christmas, school supply drives, reading to the elderly, Christmas Carols at the Senior Center, and Salvation Army food boxes.

Students in 2nd grade participate in Reconciliation instruction and receive their 1st Reconciliation/Confession in May. Students in 3rd grade participate in Confirmation and First Communion classes and receive these sacraments in May also. All students at St. Anthony's may attend weekly Sacramental instruction for Baptism, Reconciliation, Confirmation, and First Communion classes offered during school hours. Some of these students also attend St. Rita/St. Anthony Confraternity of Christian Doctrine (CCD) weekly classes to enhance their preparedness for the reception of their Sacraments.

An area for growth at St. Anthony's School would be to offer age-appropriate opportunities for retreats at other levels besides 8th grade.

Key Strengths for Standard 3 (1-2 in bulleted list)

- Daily prayers, weekly adoration, 2-3x a year Penance Service for SAS students, 3x a year each grade is responsible for Eucharistic liturgies, design of the Prayers of the Faithful and liturgical poster, attend Mass at least once a week, Catechism prep for Sacraments in the classroom, and different prayers including Rosary, Novenas, etc.
- Students and parents participate in different service projects during the school year; food drives, pro-life walks, toy drives, school supply drives, reading to the elderly, Christmas carols for the Senior Centers, and Salvation Army food boxes.

Key Growth Areas for Standard 3 (1-2 in bulleted list)

- Jr. high students in grades 6-8 have faith and retreat type opportunities throughout the school year, but we need some of those types of opportunities for the younger age students.
- Need a better understanding of Catholic social justice/teaching and how to incorporate it into our classrooms. We also need training and development on the professionalism required in our Catholic classrooms.

Data Library Evidence

Domain 1

- School Handbooks
- Diocesan Requirements and Qualifications for Religion Teachers
- Retreat Opportunities for Students
- Service Opportunities
- Course Descriptions

School Survey Evidence

Standards of Excellence School Vitality Survey: Students Grades 5-8

- 10

Standards of Excellence School Vitality Survey: Parent/ Community Elementary School

- 6, 7

Standards of Excellence School Vitality Survey: Faculty/Staff

- 6, 7, 12, 16

Additional Evidence

- **Weekly All-School Mass**
- **Weekly Adoration**
- **Daily focus on the Catholic faith and living the Catholic Virtues**
- **Religion class and Sacramental preparation.**
- **Rosary in front of the Mary Statue, Novenas for special occasions and/or requests, prayer cards, etc.**

Standard 4 - An excellent Catholic school adhering to mission provides opportunities for adult faith formation and action in service of social justice.

4.1 The leader/leadership team provides engaging spiritual formation experiences that prioritize both personal reflection and interpersonal encounter for the faculty and staff on a regular and timely basis.	3
4.2 The leader/leadership team and faculty assist parents/guardians in their role as the primary educators of their children in faith, making clear to families the appropriate supportive role of the school as it relates to parish and home.	3
4.3 The leader/leadership team collaborates with other institutions (for example, Catholic Charities, Catholic higher education, religious sponsor programs) to provide opportunities for parents/guardians to grow in the knowledge and practice of the faith.	4
4.4 All adults in the school community are invited to participate in authentic Christian service programs to promote the lived reality of action in service of social justice.	3
4.5 Every administrator, faculty, and staff member visibly supports the faith life of the school community.	4
4.6 The leader/leadership team attends to the unique formative needs of faculty and staff so that all faculty and staff are equipped to support an authentic and vibrant Catholic school faith community.	4
Average of all Benchmarks - Standard 4	Exceeds Benchmark 4

Standard 4 Narrative Rationale

St. Anthony leader/leadership team provides a yearly retreat for all staff, bi-weekly teacher meetings beginning with prayer, books for the theme of the new school year such as "Do small things with great love" by Sr. Teresa, and yearly Diocese of Gallup teacher training. Staff and administrator participate in planned events such as all-school Masses, weekly adoration, daily school prayers, Holy Day Observances, Saint of the day readings and classroom discussion. Staff are also involved in Advent activities such as Advent Wreaths and Advent Spiral, Christmas and Lent Preparations, and Easter celebrations.

Parents are encouraged to attend the weekly school Mass, as well as chaperone special events and field trips. Parents are also encouraged to assist with all Catholic social justice activities such as White Mountain Community Programs to assist seniors and the poor with toiletries, toothpaste, necessities, food drives, Salvation Army wrapping of gifts as well as wrapping gifts for toy drives at Christmas. Parents are also encouraged to participate in SAS Community Service projects, Golf Tournament School Fundraiser, and Capital Campaigns to build the new St. Anthony School. Parents were involved in the afterschool programs this past year which included both the Chess Club and the Mileage Club. Parents volunteered to assist students in Chess strategies as well as walk/run with the students during the mileage club. Family prayer and activities day is celebrated on the Saturday of the Catholic Schools week. Families photograph their family activity and send it to the principal for a chance of winning a family prize.

The principal of St. Anthony School offers the Diocese of Gallup Virtus Training to both parents of SAS students as well as volunteers/parishioners from St. Rita Catholic Church.

St. Anthony School would like to have more parents involved in their child(s) faith education. This will be accomplished through the initiation of PTO meetings during the 2025-2026 school year, as well as Bible study classes in the evening, and "Question and Answer" nights about the Catholic faith.

Key Strengths for Standard 4 (1-2 in bulleted list)

- Staff and administrator participate in planned events such as all-school Masses, weekly adoration, daily prayers, Holy Day Observances and Saint discussions in the classroom. Also in Advent activities such as Advent wreaths and Advent Spiral, Christmas and Lent preparations, and Easter celebration.
- Yearly staff retreat, prayers prior to bi-weekly teacher meetings, yearly Diocese of Gallup teacher trainings, books for theme of the year such as "Do small things with great love," weekly adoration, and weekly Mass.

Key Growth Areas for Standard 4 (1-2 in bulleted list)

- Need to involve parents more in the faith education of their children. PTO meetings, Bible studies, and "Question and Answer" sessions about the Catholic faith. Also encourage parents to participate with the students in afterschool programs.
- Parents are invited to participate in the weekly school Mass however need to involve parents more in service programs that promote our Catholic/Christian faith.

Data Library Evidence

Domain 1

- School Handbooks
- Service Requirements
- Service Opportunities
- Student Formation in Christian Service
- Statistics on Participation in Service

School Survey Evidence

Standards of Excellence School Vitality Survey: Students Grades 5-8

- 13

Standards of Excellence School Vitality Survey: Parent/ Community Elementary School

- 10, 11, 12

Standards of Excellence School Vitality Survey: Faculty/Staff

- 10, 11

Additional Evidence

- **Virtus training open to the parents at SAS and parishioners at St. Rita Church.**
- **Yearly staff retreats - documented on SAS calendar.**
- **Diocese of Gallup Teacher Trainings - documented on SAS calendar.**
- **Weekly all-school Mass - documented on SAS calendar.**
- **Food, necessities, and community drives and fund raisers - documented in emails, SAS website, and weekly newsletters.**
- **Parent volunteer opportunities reported in weekly newsletters and emails sent home via teachers.**
- **Parents invited to weekly all-school Mass via emails from teachers especially if it is the class responsibility for the Mass.**
- **Emails sent to parents encouraging their involvement with afterschool programs.**

Summary of Domain 1

St. Anthony School is a Catholic school that is motivated and influenced by our defined school mission/vision that is embedded in Gospel values of the teachings of Jesus, and aligned with the beliefs and practices of the Catholic Church. The leadership and stakeholders consistently reference and integrate the mission statement into their planning process. It is highly visible and present in the entrance of the school, in all of the classrooms, on SAS website, social media, and in the parent/student handbook. Additionally, SAS embodies the school mission's values and goals through daily prayer, liturgy, and sacramental practices and preparations, as well as community service projects to provide opportunities for the students, families, and staff to encounter God in every aspect of our lives. Symbols of our Catholic faith are displayed in every classroom and the students attend weekly Adoration, all-school Mass, daily Angelus and Examen, and Penance Services at least during the Advent and Lenten seasons. The students' faith is also strengthened through religion classes, text books, Hallow app resources, and music/videos connected to our Catholic faith.

St. Anthony School has identified a few key growth areas that would strengthen our Catholic identity. First, we need to involve parents more in the faith education of their children. This would include improving our parent involvement program (PIP), encouraging parents to become more involved in service programs, and offering parents development opportunities focused on our Catholic faith. Another key growth area would be SAS teachers receive training on the Theory and Practice of the Church's teachings, Catholic Social Justice, and completing our Catechetical Certifications. This would enrich the Catholic identity in each and every classroom. The last key growth area would be to update our school mission statement to have more of a Catholic context/focus. This would align our entire school focus to a more specific Catholic mission statement. Through implementing these strategies addressing the growth areas, we will enhance our school's ongoing performance and strive for excellence in St. Anthony School Catholic identity.

Domain 2 : Governance and Leadership

Standard 5 - An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school's fidelity to mission, academic excellence, and operational vitality.

5.1 The governing body represents the diversity of stakeholders and the larger community.	4
5.2 The governing body functions according to its approved constitution and by-laws.	4

5.3 The governing body with the leader/leadership team systematizes the policies of the school's operations to ensure fidelity to mission; support for justice, equality, and equity; and continuity and sustainability through leadership successions.	3
5.4 The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a relationship with the Local Ordinary marked by mutual trust, close cooperation, continuing dialogue, and respect for the Local Ordinary's legitimate authority.	4
5.5 The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a constructive and beneficial relationship with the (arch)diocesan Education Office consistent with (arch)diocesan policy pertaining to the recognition of Catholic schools by the Local Ordinary.	4
5.6 The governing body, working within their defined roles and responsibilities and in collaboration with the leader/leadership team, maintains a relationship with the designated ecclesial authority according to their school's governance model, marked by mutual trust, close cooperation, and continuing dialogue.	4
5.7 The governing body engages in effective board governance practices, including ongoing formation and self-evaluation to ensure the faithful execution of their responsibilities and continuous improvement.	1
5.8 The governing body holds the leadership team accountable for ongoing formation, professional development, and self-evaluation to ensure the faithful execution of their responsibilities and continuous improvement.	3
Average of all Benchmarks - Standard 5	Fully Meets Benchmark 3

Standard 5 Narrative Rationale

St. Anthony School has established a well-structured and functioning governing body that operates in full compliance with diocesan requirements where laws are updated and followed. The governing board recognizes and respects the appropriate authorities and collaborates with the principal and pastor to ensure our mission and operational vitality. Our governing board is composed of the principal, our pastor, board president, parents, parish members and parents of currently enrolled students. The board meets bi-monthly, and focus on strategic planning, curriculum development, spiritual formation, and school-wide goals. The board makes decisions rooted in the values and the teachings of the Catholic Church as well as the mission of St. Anthony School. This mission guides all decision-making processes and is consistently reflected in the boards priorities and initiatives. Every member of the board is committed to fostering a school culture that supports spiritual growth, academic rigor, and moral development in a nurturing and Christ-centered environment.

Key Strengths for Standard 5 (1-2 in bulleted list)

- Our school principal fosters a strong and respectful relationship with the pastor through open and continuous dialogue that supports the spiritual and educational mission of the school. Regular collaboration and transparent communication between the principal and the pastor ensure that the school's values and initiatives remain aligned and unified. The principal's commitment to close cooperation with both the pastor and the school community creates a harmonious environment where faith, leadership, and education work hand in hand.
- The governing board conducts bi-monthly meetings that are in accordance with the procedures outlined in the constitution and by-laws. All policies, financial oversight, and strategic planning are reviewed and implemented by the board within the framework of the established constitution, ensuring transparency, accountability, and adherence to governance standards.

Key Growth Areas for Standard 5 (1-2 in bulleted list)

- A key area of growth would be for the St. Anthony Governing Board to develop a self-evaluation tool, as there currently is not one in place.

- St. Anthony School is looking forward to establishing leadership successors to ensure continuity and stability in school leadership after current leaders transition. These successors will play a key role in upholding the school's mission, supporting equality, and ensuring long-term sustainability through effective leadership succession planning.

Data Library Evidence

Domain 2

- Board Evaluation Tool
- Current Board Membership and Standing Committees
- Board Meeting Minutes, 1 Year
- Schedule of Meetings and Minutes

School Survey Evidence

Standards of Excellence School Vitality Survey: Students Grades 5-8

- 12

Standards of Excellence School Vitality Survey: Parent/ Community Elementary School

- 14, 15, 16

Standards of Excellence School Vitality Survey: Faculty/Staff

- 14, 15

Additional Evidence

- Standards of Excellence School Vitality Survey: Faculty/Staff Data Results

Standard 6 - An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision.

6.1 The leader/leadership team meets national, state and/or (arch)diocesan requirements for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school.	4
6.2 The leader/leadership team articulates a clear mission and vision for the school, consistent with its Catholic identity, and engages the school community to ensure a school culture that embodies the mission and vision.	4
6.3 The leader/leadership team takes responsibility for the development and oversight of personnel, including recruitment, professional growth, faith formation, and formal assessment of faculty and staff in compliance with (arch)diocesan policies and/or religious sponsor policies.	3
6.4 The leader/leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence.	2
6.5 The leader/leadership team directs the development and continuous improvement of Catholic identity and faith formation and uses school-wide evidence to plan for continued and sustained growth in these areas.	3
6.6 The leader/leadership team directs the development and continuous improvement of curriculum and instruction, and utilizes school-wide data to plan for continued and sustained academic excellence and growth.	3
6.7 The leader/leadership team works in collaboration with the governing body to provide an infrastructure of programs and services that ensures the operational vitality of the school and upholds the dignity of the whole child.	3
6.8 The leader/leadership team assumes responsibility for communicating new initiatives and/or changes to school programs to all constituents.	4

6.9 The leader/leadership team assumes responsibility for building leadership capacity and creating shared leadership within the faculty to ensure the long-term sustainability of the school's mission and vision.	2
Average of all Benchmarks - Standard 6	Fully Meets Benchmark 3

Standard 6 Narrative Rationale

St. Anthony School stands as a model of excellence in Catholic education, distinguished by a dynamic and qualified leader (Bryan Yorksmith, the principal) along with a faculty that is empowered by its governing body to fulfill and implement the school's mission and vision. Faculty members are deeply committed to fostering a community rooted in Catholic values and academic rigor. At the heart of the school's success is leadership that takes responsibility for the recruitment, professional growth, and faith formation of the entire staff. Through structured support and formal assessment, the leadership ensures that personnel are well-equipped to nurture both the spiritual and academic lives of students. The leadership team ensures the ongoing development and integration of Catholic values into every aspect of the school's life. Academic excellence is a cornerstone of St. Anthony School's mission, and the leadership directs the continuous improvement of curriculum and instruction. Through the consistent analysis of school-wide data, the faculty identifies opportunities for growth and implements targeted strategies to elevate student achievement and learning outcomes. Operational vitality is maintained through a strong partnership between leadership and the governing body. Together, they ensure that programs and services are in place to meet the diverse needs of students, supporting the physical, emotional, spiritual, and academic well-being of every child. Finally, leadership maintains clear, transparent, and consistent communication. They ensure that all members of the community are informed, engaged, and aligned with the school's vision and goals. The leadership of St. Anthony School strives to provide a strong Catholic education and a nurturing environment for students to grow in faith, knowledge, and character.

Key Strengths for Standard 6 (1-2 in bulleted list)

- The faculty utilizes school-wide data from STAR Testing, ITBS Testing, and ARK assessments to strategically plan for sustained academic improvement and growth.
- St. Anthony's leadership is comprised of a licensed and qualified principal, parish priest, and board president. They meet all national and diocesan requirements for school leadership preparation, ensuring a strong foundation in both educational excellence and Catholic identity. The leadership upholds the mission of Catholic education by serving as both faith and instructional leaders, while adhering to all necessary licensing, certification, and diocesan leadership standards.

Key Growth Areas for Standard 6 (1-2 in bulleted list)

- An area of growth for St. Anthony's leadership would be for our team to plan and establish support networks. The leadership team will help the staff and school work together, share ideas, and support one another, so that everyone can do their best and help St. Anthony to advance in excellence.
- An area of growth for St. Anthony's is to focus on helping more teachers and staff to become leaders. Right now, leadership mostly comes from the principal. In order for St. Anthony School to continue to grow and have a strong future, more staff members, parents and alumni need to be involved in leading and making decisions. This will make sure the school can continue to grow and stay true to its mission, even when leadership changes over time.

Data Library Evidence

Domain 2

- Strategic Plan
- Board Constitution or Bylaws
- Current Board Membership and Standing Committees

School Survey Evidence

Standards of Excellence School Vitality Survey: Parent/ Community Elementary School

- 15, 19

Summary of Domain 2

St. Anthony Catholic School benefits from a dedicated and collaborative governance structure that operates in full compliance with diocesan policies. The governing board—comprising the principal, pastor, board president, parish members, and parents—meets bi-monthly to focus on planning, spiritual formation, and school-wide initiatives aligned with the mission of Catholic education. Strong and consistent communication between the principal and pastor fosters a unified vision rooted in faith and academic excellence. The leadership composed of licensed and qualified individuals, takes an active role in supporting the professional and spiritual formation of faculty, ensuring the integration of Catholic values into all aspects of school life.

The leadership is data-driven and mission-focused, using assessment tools like STAR, ITBS, and ARK to guide instructional decisions and promote continuous academic growth. Operational vitality is sustained through transparency, accountability, and strategic collaboration between the leadership and governing board. While the school excels in many areas, growth opportunities include developing a self-evaluation tool for the board, creating leadership succession plans, developing a long-term strategic plan, fostering internal leadership among faculty and staff, and building support networks to strengthen collaboration and future sustainability.

Domain 3 : Academic Excellence

Standard 7 - An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

7.1 The curriculum adheres to appropriate, delineated curriculum standards in every subject area, and is vertically and horizontally aligned to ensure that each student successfully completes a rigorous and coherent sequence of academic courses based on the curriculum standards.	2
7.2 The curriculum integrates Catholic worldview, spiritual, moral, and ethical dimensions of learning in all subjects.	2
7.3 Classroom instruction actively engages and motivates each student to learn.	3
7.4 Curriculum and instruction provide students with the knowledge, experience, understanding, and skills to communicate, collaborate, and think critically and creatively for the common good.	2
7.5 Curriculum and instruction empower students to responsibly use and evaluate technology for research, computation, innovation, communication, and collaboration.	3
7.6 Classroom instruction is designed to intentionally address the affective dimensions of learning, such as Catholic virtue, intellectual and social-emotional dispositions, relationship and community building, and skills of executive function.	3
7.7 To ensure the inclusion of and to meet the needs of diverse learners, classroom instruction utilizes current research in interventions, student accommodation, and curriculum modification.	2
7.8 Faculty collaborate in professional learning communities to develop, implement, and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement, engagement, and well-being.	2
7.9 The faculty and professional support staff meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction for each student.	2
7.10 For effective instruction, faculty and professional support staff demonstrate and continuously improve knowledge of culturally responsive pedagogy that aligns to Catholic social teaching that supports the full dignity of each student.	1

7.11 Faculty and staff engage in high-quality and research-based professional development, including religious formation, and are accountable for implementation that supports student learning and well-being.	2
Average of all Benchmarks - Standard 7	Partially Meets Benchmark 2

Standard 7 Narrative Rationale

Saint Anthony's school provides classroom instruction that actively engages and motivates each student to learn. Routines and procedures are explicitly taught, and a gradual release and sense of ownership by students can be viewed as the year progresses. Students actively participate in the classroom setting in an appropriate manner and really exhibit the empowerment that our students have to engage with our curriculum in a multi-faceted manner. This includes the use of technology, differentiation and remedial teaching as needed to ensure all learners are accommodated and interventions are administered as needed. Our classroom instruction is thoughtfully designed to address the emotional and social aspects of learning, fostering intellectual growth and building meaningful relationships. These relationships and engaging classroom instruction allots for our students to expand their knowledge and understanding of all mandatory state and diocesan academic standards as well as Catholic beliefs and social teaching.

St. Anthony's school recognizes key areas for enhancement within its educational framework. First, there is a need for growth and understanding in a supportive meeting format to better establish the effectiveness of curriculum and instruction to result in high levels of student achievement, engagement and well-being. Working together with nearby grade level teachers can give each teacher a support network to enrich their teaching effectiveness. Additionally, professional development focusing on various culturally responsive pedagogy that aligns to Catholic social teaching are things that would help with the execution of effective growth of faculty and professional support staff.

Key Strengths for Standard 7 (1-2 in bulleted list)

- Classroom instruction is designed to intentionally address the affective dimensions of learning such as intellectual and social dispositions, relationship building and habits of mind.
- Classroom instruction actively engages and motivates each student to learn.

Key Growth Areas for Standard 7 (1-2 in bulleted list)

- For improved instruction, faculty need to continuously improve knowledge of culturally responsive pedagogy that aligns to Catholic social teaching that supports the full dignity of each student.
- Faculty have a need to collaborate in supportive groups to develop, implement, and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement, engagement and well-being.

Data Library Evidence

Domain 3

- Standardized Test Data
- Support
- Support
- Schoolwide Review of Testing Data
- Practices
- Course Syllabi, Curriculum Guides, Curriculum Maps and Sample Lesson Plans

School Survey Evidence

Standards of Excellence School Vitality Survey: Students Grades 5-8

- 16, 17, 18, 19, 21

Standard 8 - An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student

performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

8.1 School-wide student data are used to inform, review, and evaluate the curriculum, co-curricular programs, ancillary services, sustained student growth, and faculty performance.	3
8.2 School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.	4
8.3 Teachers use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning and to plan for continued and sustained student growth.	3
8.4 Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, equitable, and justly administered.	2
8.5 Faculty use student data to inform the work of their professional learning communities; such data are collected and used to monitor individual and class-wide student learning and to set goals for the professional learning community.	1
Average of all Benchmarks - Standard 8	Fully Meets Benchmark 3

Standard 8 Narrative Rationale

St. Anthony's school uses a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning and plan further teaching to ensure sustained student growth. Students participate in STAR testing, DIBLES testing and third through eighth grade participates in ITBS testing to help teachers evaluate student knowledge. Scores are shared with the appropriate stakeholders through meetings and shared in various written forms.

To further enhance their practices, Saint Anthony's can work on creating teacher support groups that will help them evaluate the data collected to target teach. This consistent data evaluation allows for ensuring both individual and class-wide student learning is happening and allots for setting goals for the learning community as a whole.

Key Strengths for Standard 8 (1-2 in bulleted list)

- Teachers use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning and to plan for continued and sustained student growth.
- School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.

Key Growth Areas for Standard 8 (1-2 in bulleted list)

- Faculty would benefit from working together in small faculty groups with adjacent grade level teachers to work with student data and bounce ideas and successful strategies off each other. This data can be collected and used to monitor individual and class-wide student learning and to set goals for the future.
- Improved criteria used to evaluate student work and the reporting mechanisms to make them more valid and consistent would be of great benefit to grade level teachers.

Data Library Evidence

Domain 3

- Standardized Test Data
- Reporting of Academic Progress
- Schoolwide Review of Testing Data
- Practices
- Types of Assessments
- Testing Offered

School Survey Evidence

Standards of Excellence School Vitality Survey: Students Grades 5-8

- 21

Standard 9 - An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life.

9.1 School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents/guardians to enhance the educational experiences for the school community.	1
9.2 Guidance services, wellness programs, behavior management programs, and other services offer appropriate, mission aligned support focused on the spiritual, social, emotional, academic, and physical well-being of students and their families.	2
9.3 Co-curricular and extra-curricular activities provide opportunities outside the classroom for each student to further identify and develop gifts and talents and to enhance creative, aesthetic, social/emotional, physical, and spiritual capabilities.	3
Average of all Benchmarks - Standard 9	Partially Meets Benchmark 2

Standard 9 Narrative Rationale

St. Anthony's excels in delivering co-curricular and extracurricular activities outside of the classroom for students to further identify and develop gifts and talents and to enhance creative, aesthetic, social/emotional, physical and spiritual capabilities. The school offers an array of activities such as a full sports program which competes with other schools in our division throughout the North-Eastern region of Arizona. The school also participates in the National Archery in the Schools Program with a 2 week class taught in the PE program to all 3-8 students and a team that is open for any student to participate on. In addition, we offer some afterschool & summer programs such as a STEAM club, chess club, and a running club. Offering this variety of programs ensures each student has the ability to participate and share their God given talents.

An essential focus for improvement would be to improve the parent involvement program (PIP) fostering collaboration among parents, school leaders, faculty, and guardians. This would further develop a platform where these stakeholders can join forces to elevate the overall educational experiences within the community.

Key Strengths for Standard 9 (1-2 in bulleted list)

- Co-curricular and extracurricular activities provide opportunities outside the classroom for each student to further identify and develop gifts and talents and to enhance creative, aesthetic, social/emotional, physical and spiritual capabilities.
- The school ensures that there are activities available to ALL students no matter what their skills, interests, or abilities are. There is something for everyone.

Key Growth Areas for Standard 9 (1-2 in bulleted list)

- There is a need for more school-wide programs that provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents/guardians to enhance the educational experiences for the school community.
- The school needs more development with programs that are available to students and families that provide support for emotional resilience to deal with difficult situations.

Data Library Evidence

Domain 3

- Social-emotional Wellbeing Programs
- Support

School Survey Evidence

Summary of Domain 3

St. Anthony Catholic School provides engaging, student-centered instruction that fosters both academic achievement and the development of social-emotional skills. Lessons are thoughtfully planned to meet diverse learning needs through differentiation, the integration of technology, and remedial support. Instruction addresses the full range of student development, aligning with state, diocesan, and Catholic teaching standards. Faculty intentionally design learning experiences that promote intellectual growth, build meaningful relationships, and cultivate habits of mind in a Christ-centered environment. Assessment is an integral part of the academic process, with teachers utilizing curriculum-based tools such as STAR, DIBELS, and ITBS to inform instruction and track student progress. Data is normed, analyzed, and shared with stakeholders to ensure transparency and continuous improvement.

St. Anthony School also offers a rich variety of co-curricular and extracurricular activities that promote the holistic development of each student—physically, creatively, spiritually, and socially. Programs such as competitive sports, archery, STEAM club, chess, and running club allow students to explore and develop their unique God-given talents. Key areas for growth include expanding faculty collaboration through grade-level support groups, strengthening knowledge of culturally responsive pedagogy, refining assessment criteria, and enhancing parent partnership opportunities. These efforts will contribute to the continued growth of a learning environment that values academic excellence, equity, and the dignity of every learner.

Domain 4 : Operational Vitality

Standard 10 - An excellent Catholic school provides a feasible three to five year financial plan that includes both current and projected budgets and is the result of a collaborative process, emphasizing faithful stewardship.

10.1 The governing body and leader/leadership team conduct a financial planning process and consult with available experts in nonprofit management and funding.	2
10.2 Financial plans include agreed-upon levels of financial investment determined by the partners involved including parishes, dioceses, religious sponsor, educational foundations, the larger Catholic community, and responsible board.	2
10.3 Financial plans clearly define all revenue sources including tuition, subsidies, fundraising, and other identified categories.	2
10.4 Financial plans delineate all costs for key target areas including salaries, instructional programs, equipment and facilities, capital projects, and other identified categories.	3
10.5 Current and projected budgets include a statement of all actual and projected revenue, by source, and a statement of all projected expenditures, by category, identifying the cost per child while showing appropriate balance.	3
10.6 The governing body and leader/leadership team annually communicate an explanation to stakeholders of the total cost per child and how that cost is met by identifying the percentage of cost that is paid for by tuition and the remaining amount of cost that is supported by other sources of revenue.	1
10.7 The governing body and leader/leadership team provide families equitable access to information about tuition assistance and long-term planning for tuition and Catholic school expenses.	4
10.8 The governing body and leader/leadership team ensure that appropriately developed financial plans and budgets are implemented using current and effective business practices.	3
Average of all Benchmarks - Standard 10	Fully Meets Benchmark 3

Standard 10 Narrative Rationale

St. Anthony Catholic School is committed to responsible and transparent financial management that guides current operations. For many years now, the school has been working on a capital campaign to build a new school facility. We are finally at a point where the construction project will begin. So much of the short term planning has been focused on the capital campaign. Long term planning has been put aside for this reason so now a long term plan needs to be developed. Long term planning will ensure that the school remains financially stable while fulfilling its mission of providing quality education grounded in Catholic values. Clear communication with stakeholders-parents, staff, and donors will be enhanced to maintain and build trust and to demonstrate accountability. A feasible three to five year plan that focuses on long term goals and strategic planning that aligns with our mission needs to be developed. With detailed budgets for both the current academic year and long-term projections, the school will be able to anticipate needs such as faculty, salaries, facility maintenance, technology upgrades, and curricular development.

Key Strengths for Standard 10 (1-2 in bulleted list)

- Administrative staff provides and counsels families individually regarding information about tuition assistance.
- Current and projected yearly budgets are accessible to all appropriate stakeholders.

Key Growth Areas for Standard 10 (1-2 in bulleted list)

- Financial plans include the delineation of costs for key areas and expenditures. However, long term planning items like figuring the cost per student is not being utilized at this time.
- The annual financial planning process/budgeting is conducted by the principal, accountant, and business manager but needs more planning and development to include things like cost per student so that long-term planning can be more effective.

Data Library Evidence

Domain 4

- School Financial Policies/Handbook
- Budget Documents
- Rate Setting
- Tuition Rates History
- Budget Planning
- Finance Committee
- Sources of Assistance
- Decision Process

School Survey Evidence

Standards of Excellence School Vitality Survey: Parent/ Community Elementary School

- 14, 19

Standard 11 - An excellent Catholic school operates in accord with published human resource/personnel policies, developed in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies, which affect all staff (clergy, religious women and men, laity and volunteers) and provide clarity for responsibilities, expectations and accountability.

11.1 Human resource programs are professionally staffed at the appropriate level (i.e., central office, school office) and ensure full compliance with human resource policies.	2
11.2 Human resource policies delineate standards for position descriptions including staff responsibilities and qualifications, hiring, compensation, and benefits, as well as standards for professional development, accountability, succession planning, and retirement.	2
11.3 Human resource policies ensure that benchmarked compensation is applied fairly and equitably to salaries and benefits for all staff.	2

11.4 Human resource policies ensure that institutional planning includes benefits such as investment in professional growth opportunities, health care, and retirement.	3
Average of all Benchmarks - Standard 11	Partially Meets Benchmark 2

Standard 11 Narrative Rationale

St. Anthony Catholic School works in coordination with the human resource policies and guidelines established by the Diocese of Gallup. These diocesan directives provide the foundational framework for personnel procedures, ensuring that all staff members are treated with fairness, dignity, and professionalism. The principal and business manager work in close partnership to implement these policies consistently and responsibly, maintaining clear expectations for staff conduct, responsibilities, and accountability.

In collaboration with the board president, the principal has also prioritized equitable and competitive compensation packages designed to attract and retain qualified educators. These efforts include investments in professional development, health care benefits, and retirement planning, reinforcing the school's commitment to supporting the overall well-being and growth of its faculty and staff. A key area for continued development is the creation of a comprehensive employee handbook that outlines school-specific human resource procedures and expectations. Such a document will enhance clarity, promote transparency, and serve as an essential tool for consistent and effective personnel management within the mission-driven environment of St. Anthony School.

Key Strengths for Standard 11 (1-2 in bulleted list)

- Human resource policies ensure that the compensation package and bonus programs are competitive especially in our rural area.
- Professional growth opportunities are encouraged and supported.

Key Growth Areas for Standard 11 (1-2 in bulleted list)

- Human resource policies need to be more formalized and defined in an employee handbook.
- Human resource policies are not benchmarked.

Data Library Evidence

Domain 4

- School Financial Policies/Handbook
- Personnel Management
- Diocesan Financial Policies/Handbook

School Survey Evidence

Standard 12 - An excellent Catholic school develops and maintains a facilities, equipment, and technology management plan designed to continuously support the implementation of the educational mission of the school.

12.1 The school's facilities, equipment, and technology management plan includes measurable objectives to support the school's mission, the delivery of the educational program of the school, and accessibility for all students.	2
12.2 The school's budget supports facilities, equipment, and technology management with specific funds for maintenance, capital improvements, depreciation, and replacement.	3
12.3 The school's purchasing, physical, and technological improvements are, by design, done in alignment with the mission, with budget funds and appropriate external revenue sources.	3
Average of all Benchmarks - Standard 12	Fully Meets Benchmark 3

Standard 12 Narrative Rationale

St. Anthony School is called to be a faithful steward of creation, which is responsibly rooted in Catholic Social Teaching. In alignment with this teaching our school develops, maintains, implements and monitors its facilities, equipment, and technology management practices with an awareness of environmental sustainability and ethical resource use.

A key strength of the school is its proactive approach to maintenance and resource stewardship. The school maintains a budget with allocations for routine maintenance, the refurbishing and replacement of materials and the responsible recycling of outdated technology. While these efforts are commendable, the school has identified the need for a comprehensive, written technology plan that is reviewed and updated regularly.

Currently, much of the decision making regarding technology upgrades and integration is guided by informal practices and short term planning. By formalizing these efforts and allocating consistent resources, the school can better ensure that its environment remains a place of learning, innovation, and spiritual growth.

Key Strengths for Standard 12 (1-2 in bulleted list)

- St. Anthony School budget maintains funds to support day to day operations as well as supports maintenance, capital improvements, depreciation and replacement.
- St. Anthony School purchasing aligns with supporting the mission and aligns with the budget and external revenue sources. Environmental stewardship plays a role in purchasing decisions.

Key Growth Areas for Standard 12 (1-2 in bulleted list)

- There is no formal facilities, equipment and technology management plan, which leads to there being no measurable objectives.
- Environmental stewardship is considered in all purchasing decisions, however published best practices are not externally and independently reviewed.

Data Library Evidence

Domain 4

- Facilities Description
- Budget Documents
- Budget Planning

School Survey Evidence

Standard 13 - An excellent Catholic school enacts a comprehensive plan for institutional advancement based on a compelling mission through communications, marketing, enrollment management, and development.

13.1 The communications/marketing plan requires the school leader/leadership team and staff person(s) to ensure the implementation of contemporary strategies to reach targeted audiences, maintain communication outlets, serve all stakeholders, and provide data analysis.	2
13.2 The enrollment management plan requires the governing body to review and the school leader/leadership team to supervise annual and continuous measurement and analysis of recruitment, enrollment, and retention data for all student groups.	2
13.3 The development/advancement plan requires the school leader/leadership team, in collaboration with the governing body, to ensure that key strategies and metrics are in place to identify, cultivate, analyze, and maintain significant funding sources.	1
Average of all Benchmarks - Standard 13	Partially Meets Benchmark 2

Standard 13 Narrative Rationale

St. Anthony School has made strong progress in developing and implementing a comprehensive approach to institutional advancement that integrates communications, marketing, enrollment management, and development. A strength in this area is the school's ability to use multiple communication outlets, including social media, parish bulletins, and newsletters to reach targeted audiences effectively.

Improvements are needed in the area of enrollment management. There is a need to track key metrics related to recruitment, retention, and overall enrollment trends. A plan should be developed to guide decision-making in school operations, admissions events, and retention strategies.

St. Anthony School recognizes the need for further growth in the area of development and advancement planning. At present, there is no comprehensive written advancement plan that outlines clear strategies and metrics for long-term fundraising, donor engagement, and community investment. School leadership and the governing board recently hired a new development director and are actively working toward the creation of such a plan to ensure all advancement efforts are integrated, measurable, and widely understood by stakeholders.

Key Strengths for Standard 13 (1-2 in bulleted list)

- Although there is no formalized marketing plan, communications are strong and leadership does a good job at communicating with stakeholders.
- While an informal enrollment management plan is in place. Leadership is working hard on enrollment strategies.

Key Growth Areas for Standard 13 (1-2 in bulleted list)

- At this time there is no development/advancement plan being followed.
- Marketing and communication databases are not streamlined and up to date. Key operational data is not effectively tracked and reporting on outcomes is inefficient.

Data Library Evidence

Domain 4

- School Financial Policies/Handbook
- Enrollment Management
- Communications Plan
- Tuition Assistance
- Fund Raising
- School Website
- Acceptance
- Enrollment
- Budget Documents
- Tuition Assistance History
- Budget Planning
- Retention
- Decision Process

School Survey Evidence

Summary of Domain 4

St. Anthony Catholic School demonstrates a strong commitment to responsible stewardship and operational integrity rooted in its Catholic mission. The school has shown transparency and diligence in financial management, especially through its long-standing capital campaign to build a new facility. As construction now begins, attention is turning toward the development of a comprehensive long-term financial plan to ensure sustainability in staffing, maintenance, technology, and curriculum. Leadership recognizes the importance of detailed planning and clear communication with stakeholders to maintain trust and ensure continued success.

Personnel management works with diocesan human resource policies, and leadership has prioritized fair compensation, professional development, and staff well-being. While the school excels in maintaining its current facilities and being environmentally conscious, a formal and regularly updated technology plan is needed to guide innovation and infrastructure upgrades. In the area of institutional advancement, the school effectively utilizes multiple communication platforms, though it is in the early stages of developing comprehensive enrollment and development strategies. With the recent hiring of a development director, the school is actively working toward the creation of a unified advancement plan to support long-term growth and mission fulfillment.

CHAPTER IV — Educational Improvement Plan

A. Implementation of the Prior Plan from the Last Self-Study

Critical Goal 1

Create and implement a well-developed plan and process to assess student performance, identify upper & lower quartile students, and provide resources to them for student achievement.

St. Anthony School has implemented Strategy #1 with a continued annual “data crunch” session at the end of the school year where we review STAR, ITBS, & ARK test data for the year and update our shared class analysis sheets. Throughout the school year, teachers monitor their class analysis sheets quarterly using STAR testing data to modify/edit the class analysis sheets for quartile assignments and remediation strategy tracking. Strategy #2 is still in process. With the lack of public SPED support, St. Anthony School has been revising their SASPED processes annually. We will review the process again at the beginning of the 2025/26 school year and make any necessary changes.

Critical Goal 2

Improve SLE integration into classrooms with an assessment process for SLE achievement.

Overall, St. Anthony School has seen improved integration of SLEs in our classrooms over the years since the last accreditation visit. Principal monitoring has shown that SLEs are being used more, discussed, and applied to learning through our classrooms and our school overall. The developed rubric to be used with all grade levels has worked, but we feel that we need to further develop it.

Critical Goal 3

A Board of Trustees that has strong by-laws, a healthy mix of board members that are actively involved and represent all shareholders of the school, meet regularly, and continue to develop the vision of the school along with short and long-term strategic plans.

St. Anthony School has made big strides in board development. Strategy #1 was accomplished with the publishing of new board by-laws on 4/20/2022 and review of those by-laws annually. We will continue the annual review. Strategy #2 is a work in progress and the board continues to seek out new board members that would be a good fit for our board. Strategy #3 has resulted in an improved process for setting up board meetings throughout the school year, but in some years, there continues to be challenges in adhering to planned meeting dates. The board has been meeting regularly on the dates that were set up at the beginning of the year or close to them. Strategy #3 has fallen short and the board still needs to create and formalize a short & long-term strategic plan.

B. Key Strengths and Critical Growth Areas

Key Strengths:

Domain 1 Standard 3: Key Strength

- Daily prayers, weekly adoration, 2-3x a year Penance Service for SAS students, 3x a year each grade is responsible for Eucharistic liturgies, design of the Prayers of the Faithful and liturgical poster, attend Mass at least once a week, Catechism prep for Sacraments in the classroom, and different prayers including Rosary, Novenas, etc.

Domain 1 Standard 4: Key Strength

- Staff and administrator participate in planned events such as all-school Masses, weekly adoration, daily prayers, Holy Day Observances and Saint discussions in the classroom. Also in Advent activities such as Advent wreaths and Advent Spiral, Christmas and Lent preparations, and Easter celebration.

Domain 2 Standard 5: Key Strength

- Our school principal fosters a strong and respectful relationship with the pastor through open and continuous dialogue that supports the spiritual and educational mission of the school. Regular collaboration and transparent communication between the principal and the pastor ensure that the school's values and initiatives remain aligned and unified. The principal's commitment to close cooperation with both the pastor and the school community creates a harmonious environment where faith, leadership, and education work hand in hand.

Domain 2 Standard 6: Key Strength

- St. Anthony's leadership is comprised of a licensed and qualified principal, parish priest, and board president. They meet all national and diocesan requirements for school leadership preparation, ensuring a strong foundation in both educational excellence and Catholic identity. The leadership upholds the mission of Catholic education by serving as both faith and instructional leaders, while adhering to all necessary licensing, certification, and diocesan leadership standards.

Domain 3 Standard 8: Key Strength

- Teachers use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning and to plan for continued and sustained student growth.

Domain 3 Standard 9: Key Strength

- Co-curricular and extracurricular activities provide opportunities outside the classroom for each student to further identify and develop gifts and talents and to enhance creative, aesthetic, social/emotional, physical and spiritual capabilities.

Domain 4 Standard 12: Key Strength

- St. Anthony School budget maintains funds to support day to day operations as well as supports maintenance, capital improvements, depreciation and replacement.

Domain 4 Standard 13: Key Strength

- Although there is no formalized marketing plan, communications are strong and leadership does a good job at communicating with stakeholders.

Critical Growth Areas:

Domain 1

- St. Anthony School teachers need to work on their catechetical training and improve their knowledge in the theory and practice of social teaching/justice.

Domain 2

- St. Anthony School leadership needs to develop a formalized long term plan for leadership, finance, and overall school operations to ensure the continuity and stability in leadership and school operations.

Domain 3

- St. Anthony School needs to implement collaborative faculty support groups to improve the effectiveness of curriculum and instruction to promote student achievement and growth.

Domain 4

- Long term planning needs to be developed for financial/budget processes, facilities, equipment, technology, and development/advancement.

C. New Educational Improvement Plan (EIP)

Domain 1

Goal: St. Anthony School teachers will create a plan to complete catechetical training and provide training to teachers that will improve their knowledge in the theory and practice of social teaching/justice.

Rationale: The leadership team determined in the analysis of standard 2 that not all teachers have completed their catechetical training and in standard 3, there is a need for a better understanding of Catholic social justice/teachings in order to incorporate it more into the classrooms. Improving teachers knowledge of Catholic teachings will improve the Catholic identity of the school and the instruction and formation of the students.

Expected Measurable Outcome(s): SA Faculty will develop a plan to complete catechetical training using the new training options that the school superintendent has suggested. The principal will work with our school chaplain to provide trainings for the faculty on Catholic social justice/teachings throughout the year. The success of these plan items will be measured with the completion of catechetical certificates and through yearly faculty surveys.

Objective: Principal/Faculty will examine catechetical training programs together and develop/carry out a plan to complete the training.

- **Person(s) Responsible:** Principal, Faculty
- **Necessary Resources:** A special planning meeting, a chosen catechetical training program, funding if necessary

- **How Progress is Assessed:** Accomplishment of objective will be shown on the monthly school calendars and a report of faculty training status examined at the beginning and end of the year.
- **How Progress is Reported:** Progress will be communicated in staff newsletters and reported at school board meetings.
- **Timeline:** Begin implementation for the 2025/26 school year. Planning meeting in August and monthly work to complete training until finished.

Objective: Principal will meet with the Pastor to develop and execute a plan for teacher training on Catholic social teaching/justice.

- **Person(s) Responsible:** Principal, Pastor
- **Necessary Resources:** Planning time between principal and pastor, quarterly training by Pastor, resource links for staff newsletters
- **How Progress is Assessed:** Monthly calendars will show meeting dates/times, staff meetings questions incentive based on link material provided in staff newsletters
- **How Progress is Reported:** There will be a staff survey at the end of the year to rate teacher experience on what they have learned, ARK assessment data
- **Timeline:** Planning in August of 2025/26. Begin weekly staff newsletter links, and quarterly Pastor trainings for the 2025/26 school year.

Domain 2

Goal: St. Anthony School leadership will work on developing a formalized long term plan for leadership, finance, and overall school operations.

Rationale: The leadership team identified the critical role of formalizing long term plans for leadership, finance, and overall school operations when examining standards 5 & 6. Developing these plans will ensure the continuity and stability in leadership and school operations.

Expected Measurable Outcome(s): The SA Board will develop a long term plan for leadership, finance, and overall school operations. The principal will help guide the board through the process. The success of the plan will be measured through annual reviews and updates of the long term plan that will be published in board meeting notes.

Objective: SA Board members will create a plan for work and completion of long term plans for leadership, finance, and overall school operations.

- **Person(s) Responsible:** SA board members, pastor, principal
- **Necessary Resources:** A special planning meeting
- **How Progress is Assessed:** Completion of objective will be evidenced in planning meeting notes and noted on the monthly school calendar.
- **How Progress is Reported:** Progress will be reported in school board meeting minutes and at faculty meetings.
- **Timeline:** Planning meeting will be scheduled for September of the 2025/26 school year.

Objective: SA Board will produce a formalized long-term plan for leadership, finance, and overall school operations.

- **Person(s) Responsible:** SA Board Members, Pastor, Principal
- **Necessary Resources:** SA board meetings, budget reports, principal operational reports
- **How Progress is Assessed:** SA Board meetings will include an agenda item for long-term planning work. There will be continued long term plan reviews conducted annually.
- **How Progress is Reported:** SA board meeting minutes
- **Timeline:** Beginning October of 2025 with completion by the end of the school year and then annual reviews going forward.

Domain 3

Goal: St. Anthony School faculty are in need of collaborative faculty support groups to improve the effectiveness of curriculum and instruction to promote student achievement and growth.

Rationale: Examination of Standards 7 and 8 illustrated the need for faculty to have small support groups with adjacent grade level teachers that could work together to improve the effectiveness of instruction. The leadership team agreed that this is a critical goal to strive for improvement within this domain.

Expected Measurable Outcome(s): Faculty will meet and decide on a plan to implement teacher support teams (TST's). TST's will begin meeting regularly to work together on examining student data and sharing ideas to improve instruction within their classrooms. Success of TST implementation will be measured

through shared class-student analysis tracking sheets for each TST and a faculty survey at the annual "data crunch" session.

Objective: SA Faculty will meet to plan and implement the TST program for the 2025/26 school year.

- **Person(s) Responsible:** SA Grade Level Teachers, Principal
- **Necessary Resources:** Creation of a new version of class-analysis tracking sheets for each TST and a faculty survey.
- **How Progress is Assessed:** Accomplishment of objective will be shown on the monthly school calendar along with produced tracking sheets and faculty survey.
- **How Progress is Reported:** The school monthly calendar will show the meeting date/time for this planning meeting.
- **Timeline:** Planning meeting will be scheduled for August of the 2025/26 school year.

Objective: SA Faculty will begin regular meetings of Teacher Support Teams (TST's) with tracking and a completed annual survey at the "data crunch" session at the end of the school year.

- **Person(s) Responsible:** SA Grade Level Teachers, Principal
- **Necessary Resources:** Shared Class-Analysis Tracking Sheets, Faculty Survey
- **How Progress is Assessed:** Class-Analysis Tracking Sheets will be reviewed and updated throughout the school year at regularly scheduled TST meetings with principal review monthly. Annual Survey will be completed at the end of the year "data crunch" session and reviewed by faculty.
- **How Progress is Reported:** Progress will be updated on the Class-Analysis Tracking Sheets and the survey results will be shared and discussed at the "data crunch" meeting.
- **Timeline:** Regularly scheduled meetings to be determined in the planning objective throughout the school year.

Domain 4

Goal: The St. Anthony School Board and administrators will work together to formulate long term plans for financial/budget processes, facilities, equipment, technology, and development/advancement.

Rationale: As the leadership team reviewed all standards 10-13 in this domain, it was evident that a critical goal for our school is to develop long range plans for financial/budget processes, facilities, equipment, technology, and development/advancement. The school has been so focused on the capital campaign to build a new school facility and now that we are building, we need to start looking at these long term plans for our school's viability going forward.

Expected Measurable Outcome(s): The SA Board will meet for a long-term planning meeting to rank the areas they need to work on in order of importance and will create a timeline for completion. They will then begin work on the specific long term plans needed. Success of the plans will be evidenced by the plans created and reviewed annually by the board. Administrators will work on the reporting for the long-term plans and publish those in the board minutes after review and updates by the board.

Objective: SA Board and administrators will meet to plan the development of long term plans for financial/budget processes, facilities, equipment, technology, and development/advancement.

- **Person(s) Responsible:** SA board members, pastor, principal, accountant, business manager, development director
- **Necessary Resources:** A special planning meeting
- **How Progress is Assessed:** A planning document will be produced that will note the timeline for completing the plans. Calendar dates will be set for work meetings.
- **How Progress is Reported:** The plan will be published in the SA Board meeting minutes.
- **Timeline:** SA Board will meet by the end of September, 2025 for this planning session.

Objective: SA Board and administrators will begin long-term plan development meetings to produce long-term plan documents for the areas of finance/budget, facilities, equipment, technology, and development/advancement.

- **Person(s) Responsible:** SA board members, pastor, principal, accountant, business manager, development director
- **Necessary Resources:** Accountant and business manager reports, historical budget and annual report documents, and meeting times to review and develop.
- **How Progress is Assessed:** SA Board will review progress annually.
- **How Progress is Reported:** Progress will be reported in SA Board minutes and development director will be working on a document that can be published for all stakeholders to keep them informed about long term plans.

- **Timeline:** 1-3 years